DEMOGRAPHIC DATA INVENTORY

Purpose The purpose of the *Demographic Data Inventory* is to guide schools in gathering demographic data, and/or making their collection of demographic data robust, relevant, clean, consistent, and known.

Target Audience Data Leadership Team, person/people responsible for entering data in the student information system, administrators.

Time Completing the inventory can be done in less than an hour by someone who knows what data are available. Determining what data you want to gather that are not being gathered may take longer. Pulling the data together into a data profile may take quite some time depending on the student information system the school/district is using.

Materials Copy of demographic inventory.

Overview

The *Demographic Data Inventory* helps staff think about what data are available, and what data they want to have available. These data should describe the school completely, as well as provide complete information about programs. For example, a behavior program would need to contain the who, what, when, and where of behavior incidents. Beginning on the next page are the most common demographics used in schools. This is not a list to say you should have everything. It is a list to jog your thinking about potential demographic data that could support your continuous school improvement efforts.

Process Protocol

Steps in establishing a *Demographic Data Inventory* include:

Step 1. Determine who in your school will complete the inventory.

Step 2. Have the inventory completers indicate all the demographic data that are currently available.

Work with staff to determine what other demographic data would be helpful, and how the school will get consistency in gathering, analyzing, and using its demographic data.

Comments to the Facilitator

After the *Demographic Data Inventory* is completed, begin graphing and organizing the data into a data profile for staff use. Make sure the final list of demographic data will help teachers and administrators know how students are doing with respect to the things that influence how the students experience school.

Figure B1–1

DEMOGRAPHIC DATA INVENTORY (Possible Demographic Data to Gather)			
Demographic Data	**Where Does This Info Reside?**	**Number of Years of Data Available**	**Number of Years of Data Desired**
Community (Descriptive) • Location and history • Economic base, population trends, and community resources (www.census.gov is a great resource for getting information about the community, as is your local chamber of commerce) • Community involvement • Business partnership			
School District (Descriptive) • Description and history • Number of schools, administrators, students and teachers over time, and by grade level			
School (Descriptive) • Description and history, attendance area, location • Type of school, e.g., magnet, alternative, charter, private, private management • Number of administrators, students and teachers over time, and by grade level • Number of students electing to come to the school from out of the attendance area • Grants and awards received • Title 1/Schoolwide • Safety/crime data • State designation as a dangerous school • Class sizes • Extracurricular activities • After-school programs/summer school • Tutoring/peer mentoring • Community support-services coordinated • Counseling opportunities • Facilities: equipped for networked computers and handicapped • Facilities: age, capacity, maintenance • Availability of supplies and necessities • Uniqueness and strengths			
Students, Over Time, and by Grade Level • Living situation/family structure/family size/homeless • Preschool/Head Start/Even Start • Preschool attendance • Gender of students • Race/ethnicity, numbers and percentages • Free/reduced lunch, numbers and percentages • Language fluency by language • Migrant/immigrants, by country, home languages			

Figure B1–1 *(Continued)*

DEMOGRAPHIC DATA INVENTORY (Possible Demographic Data to Gather)			
Demographic Data	**Where Does This Info Reside?**	**Number of Years of Data Available**	**Number of Years of Data Desired**
Students, Over Time, and by Grade Level (Continued) • Special Education by disability, gender, ethnicity, language fluency, free/reduced lunch • Attendance/tardies • Mobility (where students go/come from) • Retention rates by gender, ethnicity, language fluency, free/reduced lunch • Dropout rates by gender, ethnicity, free/reduced lunch, migrant, and special education (where students go/what they do) • Number of students leaving middle school overall for grade, by gender, ethnicity, language fluency, free/reduced lunch • Extracurricular activity participation/clubs/service learning by gender, ethnicity, language fluency, free/reduced lunch • Number and types of participants in programs, such as AP, IB, Honors, Upward Bound, Gear-up, college-prep, vocational • Number and types of participants in any programs • Number of home schoolers associated with school • Number of students electing to come to the school from out-of-attendance area • Number of bus riders • Student employment • Discipline indicators (e.g., suspensions, referrals, types of incidences, number of students carrying weapons on school property, who, what, when, where) • Number of drugs on school property (offered, sold, or given drugs) • Graduation rates by gender, ethnicity, language proficiency, free/reduced lunch, migrant, and special education (where students go/what they do) • Dropout rates, by gender, ethnicity, language proficiency, free/reduced lunch, migrant, and special education (where students go/what they do/how many come back to finish) • Number of students concurrently enrolled in college courses • Number of students meeting college course entrance requirements, by gender, ethnicity, language fluency, free/reduced lunch • Number of scholarships, by gender, ethnicity, language fluency, free/reduced lunch • Number of students completing GEDs • Adult education program • Number and percentage of students going on to college; postgraduate training; and/or employment • Grade-point average in college • Number of graduates enrolled in college remedial classes			

Figure B1–1 *(Continued)*

DEMOGRAPHIC DATA INVENTORY (Possible Demographic Data to Gather)			
Demographic Data	Where Does This Info Reside?	Number of Years of Data Available	Number of Years of Data Desired
Staff Over Time • Number of teachers, administrators, instructional specialists, support staff by assignments • Grade/subjects teachers are teaching • Years of experience, by grade level and/or role, in this school/in teaching • Ethnicity, gender, languages spoken • Retirement projections • Types of certifications/licenses/teacher qualifications/ percentage of time teaching in certified area(s) • National Board for Professional Teaching Standards (NBPTS) teachers • Degrees • Educational training of paraprofessionals • Teacher-student ratios by grade level • Teacher turnover rates • Attendance rates • Teacher involvement in extracurricular activities, program participation • Number of teachers receiving high-quality professional development that impact classroom performance			
Parents • Educational levels, home language, employment, socioeconomic status • Involvement with their child's learning • Involvement in school activities • Incarceration			
Other Demographic Data			